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ABSTRACT

The importance of peer collaboration in the classroom while developing a reflective dialog outside of the classroom is explained. A peer is any person with expertise in the language or geographical area that is pertinent to class goals and activities. For example, instructors of French might consider people from France and other Francophone countries as resources. Instructors might involve people in business or non-language education who specialize in history, art, or sociology of a given French-speaking area. In the study described here, the definition of peer collaboration was applied to the instruction of Swahili. Seven graduate students of Swahili at the University of Wisconsin-Madison were recruited to participate in the study. In cooperation with the Wisconsin African studies outreach program, these students arranged classes from elementary to high school levels during 1989-1994. Because the Swahili department has only one teaching assistantship available each year, the students themselves created pre-collegiate programs to gain a teaching experience. After evaluating and pairing the teaching assistants according to teaching experience, TAs were trained to follow a five-step clinical supervision strategy and a reflective one, modeled after Symmes' research (1991). This model of peer collaboration placed the learning responsibility on the teachers and out of the domain of faculty and administrators. The paper describes the steps of the study. A proposed teacher certification in Swahili, data tables, and a middle school Swahili class syllabus are appended. Contains 27 references. (JL)

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PEER COLLABORATION IN THE LESS COMMONLY TAUGHT LANGUAGES: A SWAHILI EXAMPLE

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Administrators expect foreign language (FL) teachers to have not only linguistic and literary competency in the language but also cultural knowledge of the target speakers. Many teachers understand some areas, but few know all geographical regions where the foreign language is spoken. For this reason alone, cooperating with peers in teaching a the language with confidence is crucial.

In this paper, the authors explain the importance of peer collaboration in the classroom while developing a reflective dialog outside of the classroom (McKeachie, 1994; Richards & Lockhart, 1994). For this paper, a peer is any person with expertise in the language or geographical area that is pertinent to class goals and activities (Willerman, 1991). For example, instructors of French might consider as resources people from France and other francophone countries of Africa, Asia, and the Americas. Furthermore, instructors might involve people in business or non-language education who specialize in history, art, or sociology of a given French-speaking area. Finally, peers could consult educators who work with the same student age level concerning the student cognitive skills. Such people are the FL teachers' peers who can support psychologically and motivationally both teachers and students.

Peers may have different educational experiences and life backgrounds from those of teachers. FL instructors teaching in a country where the target language is not widely spoken often believe that they need to know everything and to create new materials. Actually, the non-threatening exchange of experiences

can increase everyone's knowledge and perspective. Such collaboration may evolve from experiences of peers -- a military or diplomatic assignment, Peace Corps or other non-profit work, lengthy stays abroad with religious or cultural groups, or being a "native" speaker. All type of speakers of a FL can broaden the knowledge, understanding, and appreciation of the FL teacher.

Preparing adequate materials and integrating authentic documents is a shared responsibility among peers. For the commonly taught languages (CTLs) of the United States (i.e., English, French, German, and Spanish), information is written in the target language and speakers are available. However, this is not the case for the less commonly taught languages (LCTLs), such as Croatian, Hmong, Menominee, Quechua, Swahili, or Tamil. Depending on immigration patterns or political and economic situations, the values placed on such LCTLs fluctuate widely. In 1990, the Modern Language Association reported that LCTL courses attracted less than 250,000 collegiate students nationally.[1] Consequently, LCTL materials are scarce and authentic audio and multi-media materials are nearly impossible to obtain. Thus, the importance of working with peers is critical to develop materials and to assist one another in raising each person's pedagogical, cultural and linguistic knowledge.

In this study, the authors applied the definition of peer collaboration to the instruction of Swahili. The authors recruited seven graduate students of Swahili at the University of Wisconsin-Madison (Wisconsin) to participate in the study. Since the

Department of African Language and Literature has only one teaching assistantship available every year, the students themselves created pre-collegiate programs to gain a teaching experience. In cooperation with the Wisconsin African Studies Outreach Program, these students arranged classes from elementary to high school levels during the period 1989-1994. While the course at the high school level followed a standard language offering (five times a week), most of the other programs were more limited in scope and length. This strategy permitted them to share with one another as peers.

PREVIOUS STUDIES

Unfortunately, few articles treat peer collaboration as applied to FL teachers. Extensive search of ERIC generated only a few articles on peer tutoring among children, peer editing for older students, peer coaching for novice teachers, peer mentoring for teachers of English as a second language (ESL) or of the CTLs, and peer review for university faculty. To obtain current sources and ideas, the authors posted messages on several listserv/ers available over the Internet.[2] This search about peer collaboration among FL teachers resulted in a number of responses indicating interest, but no new sources.

Although educators rarely use peer cooperation as a tool for improvement, peer evaluation is an important mechanism for improvement of teaching at the Wisconsin. In 1994, the Graduate School joined 12 other research universities to promote quality

instruction among the teaching faculty (Hutchings, 1994).[3] However, the targeted disciplines did not include FL teachers. Nevertheless, the project overview states that all teachers should participate in an annual peer review.

In addition to the faculty effort, the Wisconsin Teacher Assistants Association also has peer review as a method available for teaching assistant (TA) evaluation (TAA, 1993:32). However, since neither the TAA nor the Graduate School at Wisconsin provides information or training to instructors for conducting peer reviews, few instructors ever use this option.

Commonly Taught Languages

Most articles concerning foreign language supervision emphasize power relationships (Barnett, 1983; Davis, 1993; Delson-Karan, 1984; Fox, 1993; Lee et al., 1993; Richards & Lockhart, 1992). Among CTLs, peer supervision consists of a faculty member selecting a "master" instructor to oversee the training of novice TAs. This vertical structure merely copies past fears of the instructor about the "snoopervision" done by department chairs and administrators.

A second example more clearly matches like teachers. Concerning TAs of French at the second year level, Magnan (1993) recommended TAs observe their peers at both the first and second year levels. She advocated the clinical supervision format.

However, Symmes' (1991) research of TAs of Spanish stands out among previous articles. A horizontal approach to peer supervision juxtaposes with the traditional, vertical approach TAs/teachers of

similar backgrounds together. In this model, after evaluating and pairing TAs according to their teaching experience, Symmes trained TAs to follow a five-step clinical supervision strategy (Acheson & Gall 1987; Cogen, 1973; Goldhammer et al., 1980) and a reflective one (Handal & Lauvas, 1987).[4] This model of peer collaboration placed the learning responsibility on the teachers and out of the domain of faculty and administrators. The present authors adapted this horizontal, self-selection strategy for their peers who sought to teach African languages and other LCTLs.

Less Commonly Taught Languages

Few scholars (e.g. Rammuny, 1989) of the LCTLs have conducted research on instructor training and supervision of teachers (faculty or TAs). Recently, two researchers have begun to examine the beliefs about supervision and teaching among TAs of the LCTLs at Title VI universities.[5]

Non-African Languages

As a supervisor of TAs of Russian at Wisconsin, Rifkin (1992) has addressed the issue of TA supervision in LCTL such as Arabic, Chinese, Japanese, and Russian. Although Rifkin required TAs of Russian to attend a foreign language TA orientation program and to complete a course in college methods, he has not incorporated peer cooperation as part of the TA instructional training.

African Languages

Later discussions with Rifkin motivated Kuntz (1993) to study supervision among teachers of African languages.[6] To obtain data on current language instruction by faculty and TAs at 12

universities of African Studies Centers (ASCs), Kuntz created and distributed a survey to instructors.[7]

Survey design. The survey about supervision for the faculty and that for the TAs differed slightly. For the faculty survey, 20 statements dealt with issues of TA supervision. In contrast, the TA survey had only nine statements. Since each ASC had a different hiring plan for Swahili instruction, responses from both faculty and TA were not always possible.

Results for faculty instructors. The results from eight instructors of Swahili concerning TA supervision showed commonalities (see Table 1). Seven questions focused on the hiring and training of TAs. At most ASCs, faculty noted that TAs taught second year courses of a two or three year sequence. Furthermore, respondents indicated that they selected TAs with "near-native" proficiency.[8] Most faculty instructors said that they met with the TA twice each month. Departments hiring TAs typically did not require any pedagogical training. Instructors indicated that if their department had a TA pedagogical requirement, they would recommend a methods course during the first semester of the TA's appointment. Moreover, if their department wanted supervisors to obtain training, they would attend a course.

The remaining 13 statements focused on the actual duties of TAs. At nearly every sampled ASC, faculty responded that TAs had full responsibility for the class. This responsibility included the preparation of most, if not all, daily lessons.[9] In addition, nearly every ASC required TAs to correct quizzes and final exams,

to prepare worksheets, and to hold office hours. Frequently, faculty instructors also expected TAs to oversee a review session in preparation for a major exam. Most ASC instructors did not have or require TAs to organize small study groups or informal language tables. The ASC faculty did not expect TAs to attend department meetings, to conduct joint research with faculty instructor, to arrange for equipment, or to order textbooks.

Results for teaching assistants. The TA survey comprised two sections: hiring and teaching. Three statements addressed hiring concerns (see Table 2). TAs reported that their supervision by the faculty member varied from none to once per month. Although pedagogical training was not a requirement of the position, nevertheless, the TAs indicated that they would like pedagogical training during their employment. The TAs believed that ASCs hired them based upon their major discipline. Although the federal funding requires ASC instructors to be familiar with the "Oral Proficiency Interview," few TAs had knowledge of this assessment technique. Like the faculty, few TAs were members of professional language associations. TAs did not believe that creation of foreign language materials was part of their appointment. Finally, these TAs of Swahili reported that having an experience in East Africa was an important selection indicator.

This preliminary survey indicated a significant need for teacher training among TAs of Swahili. TAs lacked foreign language pedagogical training and instructional supervision (Pons, 1993). Upon the basis of these data, the authors designed a program to

improve the quality of their teaching and that of their peers.

METHODS & PROCEDURES

The methods for this study involved selection of the language, identifying pertinent schools, recruiting peer teachers, facilitating instruction, and observing classes.

Swahili

For several reasons, Swahili was the African language of choice for testing this model of peer collaboration. Swahili is spoken by a large world population and has a written tradition. Furthermore, since Swahili uses roman script and has few pronunciation variations; U.S. government agencies classify Swahili as one of the least difficult languages to learn by English speakers. Its level of difficulty is equivalent to that of French or Spanish. Swahili has name recognition among U.S. citizens.

At the Title VI ASCs, the teaching of Swahili has further advantages. Unlike other African languages, ASC instructors teach annually through the third year on a regular, sequential format. This program design requires the yearly employment of a graduate student to teach at least one level. All ASCs have a language requirement for undergraduate graduation. Likewise, most ASCs provide overseas study programs for students of Swahili. Furthermore, Title VI, as a condition for funding, requires that ASCs language instruction result in an intermediate high proficiency. As a consequence of the Title VI outreach mandate, a few ASC also provide K-12 instruction in Swahili. Although Swahili

attracts a sufficient number of students for multiple levels of instruction, only one TA position exists at each ASC. Hence, prior to an academic appointment, students have little opportunity to teach Swahili. (see Teacher Certification Proposal in Appendix)

Schools

In Madison, Wisconsin, students of all races have requested instruction of Swahili as a component of multicultural education. To meet these demands, the authors collaborated with administrators and parents to arrange instruction at 10 sites:

Academic Year

MMSD - Madison West High School	1987-90
MMSD - Marquette Elementary	1993-94
MMSD - Thoreau Elementary	1991-92
Verona - Stone Prairie Elementary	1993-94
UW Extension Education - College Enrichment	1995

Summer Term

MMSD - John Muir (middle school)	1993
Madison Neighborhood House (middle school)	1993
UW - College for Kids (Gifted 5th graders)	1989-95
UW - Summer Enrichment Program (middle school)	1992-95
UW - College Access Program (middle school)	1994-95
WilMar Community Center (middle school)	1991

Peer Teachers

Nine teachers (i.e., graduate students) participated in the project. Their backgrounds illustrated a wide variety of talents and experiences (see Table 3). Although all the teachers had

studied Swanili at the University of Wisconsin, five teachers were U.S. citizens and three were citizens of African countries. Several teachers had worked in either Burundi, Kenya, Tanzania, or Zaire where Swahili is a national language. The U.S. teachers also had studied Swahili in East Africa and were subscribers to Swahili-L (an electronic language list). Two of the teachers held current Wisconsin teaching licenses. Some of the teachers had prior language teaching experience other than Swahili. However, only the authors were active members in professional language organizations.

Instructional Resources

After matching teachers with programs, the authors began to focus on resources for curriculum development and instructional training (Rhodes, 1993). Since all the teachers had strengths and weaknesses, no one could claimed to be as a master teacher of Swahili. For this reason, several of the U.S. teachers enrolled in methods courses to become more familiar with the current strategies for K-12 language instruction. In most cases, teachers of Swahili enrolled as a pair to enable them to have greater growth through peer review of lessons and assignments they prepared for their students.

Because of the limited nature of instruction, most teachers conducted a student "interest inventory" on the first day. This information allowed them to focus on the needs of their students. Since the teachers did not need to complete the curriculum prescribed by the Wisconsin Department of Public Instruction or Madison Metropolitan School District, they had flexibility to

respond to the needs of their students at their interest levels. In addition, the book available for instruction was not appropriate for elementary and middle school students.[10] Consequently, the teachers had to create each lesson, even with limited resources.

Observations

All the teachers observed and were observed by another teacher in the study. However, in contrast to Symmes' study, only the authors were a matched pair.

The observer announced observations and times before arrival in class. This practice complied with Wisconsin TAA regulations (TAA, 1993: 32). Since the authors wanted to see the best samples of instruction in order to develop materials and strategies for future Swahili instruction, they had no need for surprise visits (Murphy, 1992). Unannounced visits are a common practice of supervisors to gain data for decisions concerning continued employment, awards, or recommendations. None of the teachers provided copies of the data collection or recommendations to the Department or Program. Consequently, neither person had to fear reprisals from a report that might be less than satisfactory.

The procedures followed a set schedule for clinical supervision (Acheson & Gall, 1987; Cogan, 1973; Goldhammer et al., 1980; Murphy, 1992). Before the observation day, the authors discussed the lesson and points for observation. During the 50-minute observation, the observer sat at the back of the class with the lesson plan and handouts recording the requested data. Moreover, the observer was not to speak or interact with the

students or the teacher during the observation since doing so would disrupt the class and the data collection process. The observer collected data to highlight the lesson, the teacher, and the students. Following the observation, the authors reflected on the class and each prepared a list of four good points and four suggestions for improvement. Later in the day, they arranged a face-to-face meeting to review the data. Finally, they concluded with two items to consider for the next visit. The observer copied the notes and the list of points for the teacher.

More specifically, the authors adhered to the recommendations of the State of Wisconsin requirements for teacher certification, with four site observations on different days and times:

Month 1	Wednesday	8:50-9:40 & 9:55-10:45	(overall lesson)
Month 2	Monday	9:55-10:45	(second hour)
Month 3	Friday	8:50-9:40	(first hour)
Month 4	Friday	9:55-10:45	(performance)

At Wisconsin, the first-year Swahili course met for two, 50-minute sessions three times per week. Although the authors discussed videotaping one class for an observation and for an employment portfolio, in the end, they did not to do so.

PRACTICAL APPLICATION

The classroom visits by the peer and the later discussions were highly motivating. They allowed interaction of language teachers and provided moral support. The following ideas contain some of the practical applications concerning supplementary

activities, student volunteers, bureaucratic issues, and employment opportunities for all language teachers.

Traditional LCTL textbooks based on the grammar translation method can still be useful, but teachers must adapt them to the present focus on communicative outcomes in all four skills. The authors recommend these strategies to supplement the traditional adult-level textbook.

- Develop classroom stories around the characters in the dialogues, i.e. what did Asha do after she finished school today, to whom did she talk, and what did each person say? This activity can be done in pairs, small groups, or as a whole class with each individual adding one sentence.
- Use the picture file to liven up the class and give students control over some aspects of their contribution for the day, i.e. they are responsible for knowing the colors and items that the boy in the picture is holding, or two adjectives appropriate to describe the personality of the animals in their picture. These pictures can easily be recycled later when introducing other grammatical points or incorporated into longer classroom stories.
- Find video segments that are relevant to the chapter or function. Watch video with students without sound and then have them create a narration either as a group or individually. Depending on the seriousness of the film topic and its importance to their understanding of the

target culture, the actual soundtrack could be played after a few showings.

. Create an electronic bulletin board for your language, either locally or nationally and get "authentic" texts from it. For Swahili, messages posted from Los Angeles on January 17, 1994 quickly taught learners in Wisconsin the meaning of the word "tetemeko." This service allows students of all learning styles to use the FL as they wish - reading only, reading and responding, or writing questions of their own.

. Have the students produce cassette tapes of their work in the FL in class. If language laboratory facilities are nearby during class time, assign students a topic from the chapter. After five minutes to organize their thoughts, send them to record their views without notes on the topic. This activity then focuses on their true level of oral proficiency and assures the instructor that they have not memorized their presentation. Some of the topics that worked well were (1) being a travel agent and making suggestions about places to visit, (2) retelling a traditional tale (after having written it for homework), and (3) giving advice to a fellow student on specific problems about which they had written during the previous class. This type of activity has the added benefit of making students less nervous when they have an oral final (see Appendix A).

- Take field trips. By acting as a tour guide for the whole class or splitting the class into smaller groups with the help of a peer, take the class to a local museum and look at artifacts of the FL area. If the teacher presents crucial vocabulary beforehand, students can understand short talks about objects. The follow-up writing assignment could be a description about one item or an essay about the culture at the time in which the objects were collected. For the Swahili class, this was done after only eleven weeks of Swahili and everyone wrote at least a page in simple, but comprehensible Swahili.
- Use the experiences of students who have been to a FL country. Encourage them to bring in slides, photographs, or objects. This activity could be done as "show n'tell" or incorporated into a class dinner where those who like to cook could make dishes of the FL country while others show slides. Making the students recognize each other as peer resources is especially crucial in LCTLs. Those students who learned the language "in-country" as Peace Corps volunteers or as children might have cultural knowledge but perhaps not know the standard grammar currently taught.

In addition to supplementary activities, the authors discussed the collaboration with undergraduate volunteers teaching Swahili in an elementary school. One person's expertise in subjects appropriate to children of that age balanced the other's resources

and linguistic flexibility. The peers provide the best materials and ideas available to the volunteers. When problems arose in the elementary classroom, the volunteers were then able to get help from both authors.

Peers can also be invaluable assistance when one is trying to get through institutional or governmental bureaucracy. In one instance, the faculty supervisor was unable to provide information to help a problem student. However, in discussions with the peer who had been in the classroom, the peer gave the name and number of the correct office to call.

Finally, due to limited employment opportunities in LCTLs, FL teachers can not underestimate the value of networking. As peers, but with different types of expertise, they shared job announcements willingly and repeatedly. The same is true for academic and training courses that one peer felt would update the skills of another, thus making the latter more attractive in the competitive market.

DISCUSSION

Peers are people around you who have knowledge that complements yours on a given cultural, geographic, or linguistic area. Peers do not have to be your academic equals nor teachers of the same language, though they may well be so. Furthermore, peers can give advice, share resources and ideas, and help in employment searches.

Finding peers means finding time to talk with others. That is

the problem, but the rewards are numerous: moral support, confirmation of one's worth in an inhumane educational system, testing of ideas and methods, and gaining new insights. If visiting each other's classes is impossible, making video cassettes or even just audio cassettes of classroom activities is not. With these data, peer supervisors can critique and note improvements. Indeed, an isolated teacher could videotape and self-critique, but dialog is probably more conducive to increasing one's repertoire of teaching strategies through joint problem-solving.

Finally, how are we to assess the success of peer collaboration? Student evaluations indicate that varied collaborative activities bodes well for LCTL learners. Students who volunteered to teach the language and wanted to work in pairs suggest that they saw the value of working together. By working with peers in a non-threatening manner and by following visits with a written report of areas of strengths and weaknesses, instructors who have different linguistic, cultural and pedagogical backgrounds can profit from this exchange.

Over the past eight years, the authors have worked to improve the instruction and curricula of Swahili. By peer collaborating, they have developed a strong, trusting friendship. Moreover, they have enabled novice teachers to have a teaching opportunity and young students to have exposure to Swahili. In doing so, they have placed Swahili among other non-African languages as a real LCTL option.

Notes

1. In comparison, 533,944 students of Spanish registered at the collegiate level. Brod, Richard & Bettina Huber. "Foreign Language Enrollments in the United States Institutions of Higher Education, Fall 1990, *ADFL Bulletin*, 23/3 (Spring, 1992): 6-10.

2. The listserv/ers were <SLART-L@cynby.cuny.edu>, <FLASC-L@uci.edu> and <MULTI-L@barilvm.bitnet>.

3. Participating universities: Indiana University-Purdue University (Indianapolis campus), Kent State University, Northwestern University, Stanford University, Syracuse University, Temple University, University of California-Santa Cruz, University of Georgia, University of Michigan, University of Nebraska-Lincoln, University of North Carolina-Charlotte, and University of Wisconsin-Madison.

4. The "National Graduate Teaching Assistant/Associate Survey" from The Center for Instructional Development at Syracuse University and the "Illinois Faculty Self-Evaluation Questionnaire."

5. The National Defense Education Act of 1958 (reauthorization Higher Education Act of 1965) provides funding to research universities for the instruction of critical languages. Since 1964, the University of Wisconsin-Madison has been a recipient of this. For the 1994-97 term, 21 universities receive funding to teach various African languages including Swahili.

6. The National Foreign Language Center supported this research with a Mellon grant September 1992 - January 1993.

7. National Defense Education Act 1958/Higher Education Act 1965 Title VI African Studies Centers for 1991-1994: Boston University, University of California-Berkeley, University of California-Los Angeles, Cornell University, University of Florida, University of Illinois-Urbana, Indiana University, Michigan State University, Ohio State University, Stanford University, University of Wisconsin-Madison, and Yale University.

8. In 1986, HEA Title VI funding for language programs required that language teaching instructors and coordinators attend a seminar on the rating system of the Oral Proficiency Interview.

9. Most TAs do not assist faculty instructors in the class or coordinate small discussion groups. The TAs of Swahili are teaching as a bona fide instructor. Several ASCs have arranged for the faculty instructor to teach grammar on alternating days and the TA to drilled pronunciation in the first-year course.

10. Hinnebusch, Thomas J. & Sara M. Mirza. *Swahili: A Foundation for Speaking, Reading, and Writing*. New York: University Press of America, 1979.

Proposed Teacher Certification in Swahili
DPI - REQUIREMENTS
University of Wisconsin

I. Swahili Requirements (Dept. of African Languages & Literature)

A. Culture and Civilization (choice) 6 cr.
1. Islam: Religion and Culture - 370
2. Introduction to African Lit. - 201
3. History of East Africa - 444
4. Introduction to African Studies - 277
5. Music Kiganda Xylophone - 361
6. (Introduction to Swahili Culture - 103)
7. Introduction to African Art - 241

B. Language
1. First Year - 331, 332 10 cr.
2. Second Year - 333, 334 10 cr.
3. Third Year - 435, 436 6 cr.

C. Linguistics (choice) 3 cr.
1. Sounds of African Languages - 202
2. Introduction to African Linguistics - 301
3. Language in Society in Africa - 500
4. African Linguistics - Morphology - 503

D. Literature
1. Swahili Literature - 699 6 cr.

E. Residence in a country in which Swahili is spoken
1. US DOE - GPA Summer Swahili Institute (8 wks summer)
2. Florida/Wisconsin - University of Dar es Salaam (9 months)
3. University of Dar es Salaam, Tanzania (8 wks summer)
{4. Florida - Makerere University, Uganda - Biology (8 wks summer)}
{5. St. Lawrence University in Kenya}
{6. Illinois Summer at the University of Egerton, Kenya}
{7. Simon Frazer College - Biology Semester in Kenya}
8. Long Island University - Kenya
9. Kalamazoo College/Great Lakes College Association - University of Nairobi, Kenya
10. Pennsylvania State - University of Nairobi, Kenya
11. School for Field Studies - Kenya
12. School for International Training - Kenya
13. Massachusetts - University of Nairobi
14. Minnesota - Kenya
15. Associated Colleges of the Midwest - Kenya
16. University of Southern California - Kenya
17. Texas A & M - Kenya
18. International Students Exchange - Kenya/Tanzania
19. Baylor University - Kenya
20. University of California - Uganda
21. Visions in Africa - Kenya, Tanzania, Uganda
22. ISEHE - Uganda

II. Methods (Dept. of Curriculum & Instruction)
A. Practicum (Fall) - 24- 2 cr.
B. Methods of Teaching a Foreign Language (Fall) - 34- 3 cr.
C. Student Teaching (Spring) - 44- 12 cr.

III. General Education Requirements (School of Education)
A. Foundation Courses (Ed. Psy.) 9 cr.
B. Reading (C&I) 2 cr.
C. Human Relations
D. Legal, Political, Economic Education 3 cr.
E. Computers 3 cr.
F. History, Philosophy of Education 3 cr.
G. Study of the Profession 3 cr.

H.	Pupil Diversity	3 cr.
I.	Special Education	3 cr.
J.	Education for Employment	1 cr.
K.	School, Family, Community Involvement	1 cr.
L.	Children at Risk	1 cr.
M.	Pupil Services	1 cr.
N.	Creating Positive Environments	1 cr.
O.	Education and Testing	1 cr.
P.	Educational Technology	1 cr.

Table 1 Faculty Instructors of Swahili Beliefs about TA Supervision 1992

	TOTAL	BU	UCLA	MSU	OSU	WI	WI	YU	YU
80. TA level of instruction under supervision	b	ab	a	d	b	ab	b	b	a
81. Most frequent selection criterion of TAs	b	b	bc	b	a	a	b	a	b
82. Amount of Faculty Supervision of TAs	d	d	d	e	d	de	a	de	
83. TA Pedagogical Requirement for Employment	ab	a	bc	a	bd	a	a	b	bd
84. Proposed TA Pedagogical Training	b	c	bd	?	b	bc	bcde	b	b
85. Proposed Faculty Supervisory Training	bc	c	b	?	b	bcde	bcde	a	c
86. Method of Supervision Currently Used	?			?	b				c
87. Daily Lesson Preparations	d	d	d	d	d	d	c	b	
88. Lab/small sectionals	a	b	a	a	c	a	d	c	d
89. Review sessions (exams)	c	c	c	c	c	d	c	c	d
90. Correct quiz/tests	d	d	c	d	d	d	c	a	
91. Correct final exam	d	d	c	d	d	d	b	a	
92. Hold office hours	d	a	d	d	d	d	d	b	
93. Student counseling	ad	b	a	d	a	d	d	a	
94. Attend Dept. meetings	a	a	a	a	a	a	c	a	c
95. Research with faculty	a	a	a		a	c	a	a	
96. Arrange for equipment	a	a	c	b	a	d	d	a	c
97. Select & order textbook	a	a	a	b	a	c	a	a	
98. Prepare & duplicate worksheets	d	d	c	b	c	d	d	b	
99. Organize language table	a	a	a	c	a	a	a	b	

Note statements 87-99: a = never b = rarely c = frequently d = always

Table 2 Teaching Assistants of Swahili at Title VI African Studies Centers 1992

	Total	UCLA	FL	IL	IN	SU	WI	WI	YU
31. Amount of Fac Supervision	abc	d	b	c	b	a	c	a	e
32. Req. TA pedagogical Training	a	d	a	be		a	a	a	b
33. Prop. Pedagogical Training	b	bc	b	b	a	c	b	b	c
34. Appointment by major	c	c		d		c	c	c	c
35. TA training OPI	a			c		a	a	a	b
36. TA Language Org. Member	a			a		a	b	a	b
37. TA Overseas Program	c			c		b	c	c	c
38. TA in Lang country 5 yrs	c			a		c	c	c	c
39. TA developed materials	b	b		d		c	b	a	b

Note statements 34-39 a = never b = rarely c = frequently d = always

Table 3 Teachers of Swahili in Madison, Wisconsin 1988 - 1995

INSTRUCTOR	A	P	C	K	L	M	F	J	L
Nationality*	U	U	U	U	U	U	G	K	B
Non-Native Speaker-UW Swahili	x	x	x	x	x	x	x	x	x
Undergraduate FL Methods		x							
BA, Foreign Language (FGS)		x							
FL License (Wis: K-12)		x							
FL Teaching (Full-time)		x							
English License (Wis: 7-12)								x	
Grad. FL Methods Course	x	x		x					x
MAIA, African Studies	x								
MS, Curriculum & Instruction		x						x	
MA, African Linguistics				x			x		x
MA, African Literature		x				x			
MA, English								x	
MA, History			x		x				
MA, Linguistics (ESL)	x								
ESL Teaching (Full-time)	x								
UW-TA FL Orientation Week	x	x				x			
UW-TA Yr.1 Swahili	x					x	x		x
Sum. Instructor Yr. 1 Swahili				x					
Sum. WI-TA Yr. 2 Swahili						x			
UW - Course Materials	x			x	x				
Subscriber on Swahili-L	x	x	x	x	x	x			
GPA Swahili Language (Africa)	x	x	x	x	x	x			
Language Table "Chama cha Chai"	x		x	x	x	x		x	
Sum. Community Prog. Mid. Sch.	x					x		x	
Sum. UWX Prog. Mid. Sch.			x	x				x	
Sum. UWX Prog. Elem. Gifted			x	x					x
Carroll College - Swahili				x					
MMSD After school Program	x		x					x	
MMSD H S FL - Swahili	x				x		x		
Member of ALTA (officer)	x	x				x			
Member ALTA - Swahili TF	?								

INSTRUCTOR	A	P	C	K	L	M	F	J	L
Member AAUSC	x	x							
Member ACTFL	x	x							
Member CALICO		x							
Member MLA	x								
Articles-Swahili Instruction		x							
Award-FL Teaching Department	x								
Award-NFLR Center (res & train)	x	x							
Consult-ACTFL National Stand.		x							
Demos on Swahili Instruction	x	x							
Reader-NEH FL Proposals		x							
Reviewer-African Lang. Textbooks		x							
Supervisory Experience - Swahili	x	x							
Full-time Academic Appointment				x		x			
Total	24	23	8	13	7	11	4	8	5

Nationality = (B)urundi, (G)hana, (K)enya, (U).S.A

Appendix A

Middle School Swahili Class
Possible syllabus - 50 minute class

Week I

Monday
- Jambo! Habari gani? greetings
- students select Kiswahili names from list
- color in map of Africa, focusing on where Kiswahili is spoken (colonial history discussed here)

Tuesday
- make flags of various African countries, particularly Tanzania, Kenya, Zaire
- [slides introducing terrain, history, and people]

Wednesday
- colors, numbers (1-20), some fruits
  - (students become teachers with flascards)
  - review flags with Swahili color words
- Proverb of week: Haraka, haraka haina baraka.

Thursday
- review and add to numbers - buying in market
- ngapi? (how much?) draw "x" number in class
- story telling in class (in English)

Friday
- split class into two groups - buyers and sellers
  - (greet/ interact/exchange items)
- actual fruits in class to exchange
- Proverb: Wema hauozi (Goodness doesn't spoil)

Week II

Monday
- review greetings, colors, fruits, numbers
- African cloth - how to dress, interactive
- Prepare Swahili tea

Tuesday
- Make bao (with egg cartons)
- learn rules of game and play, use Swahili numbers

Wednesday
- Proverb: Akili ni mali (Intelligence is wealth)
- coloring books of Kenyan scenes (focus on people working) and listening to music especially "Jambo Kenya."

Thursday
- Animals -names and drawings
- worksheets with ngapi? (how many?)
- Serengeti video or storytelling about animals
- Adjectives to describe animals
- students could write story with animals' Swahili names ("Lion King" Simba)

Friday (last day)
- drawing at zoo
- picnic with fruits, maandazi, tea and milk
- *environmental concern - tree or flower planting in local park (permission from parks bureau)

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